

# Prenton Preparatory School

## Special Educational Needs and Disability Policy

### Rationale

All children have equal rights to an education that will enable them to reach their full potential. We believe that each child has individual and unique needs and acknowledge that some children require more support than others. In order to support these children, we recognise their needs and plan accordingly. This policy applies equally to all pupils and their families whatever their gender, ethnic origin, home language, religion, disability or social circumstances in line with the Equality Act 2010. Prenton Preparatory School is a non-selective independent school, which promotes and strives to achieve **inclusive** education for all of its pupils.

### Principles of 2014 Code of Practice

The principles underpinning the revised code of practice that School, in carrying out their functions under the Act in relation to disabled children and young people and those with special educational needs (SEN), must take account of are:

- The views, wishes and feelings of the child or young person, and the child's parents
- The importance of the child or young person, and the child's parents, participating as fully as possible in decisions, and being provided with the information and support necessary to enable participation in those decisions
- The need to support the child or young person, and the child's parents, in order to facilitate the development of the child or young person and to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood

These principles are designed to support:

- The participation of children, their parents and young people in decision making
- The early identification of children and young people's needs and early intervention to support them
- Greater choice and control for young people and parents over support
- Collaboration between education, health and social care services to provide support
- High quality provision to meet the needs of children and young people with SEND
- A focus on inclusive practice and removing barriers to learning
- Successful preparation for adulthood, including independent living and employment

### Equality and Inclusion

- Schools should regularly review and evaluate the breadth and impact of the support they offer or can access. Schools must have due regard to general duties to promote disability equality.
- All schools have duties under the Equality Act 2010 towards individual disabled children and young people. They must make reasonable adjustments, including the provision of auxiliary aids and services for disabled children, to prevent them being put at a substantial disadvantage.

## **Aims**

Prenton Preparatory aims:

- To enable every child to experience success
- To promote individual confidence and a positive attitude
- To ensure that all children receive appropriate educational provision through a broad and balanced curriculum that is relevant and differentiated and that demonstrates progression in learning
- To give pupils with special educational needs equal opportunities to take part in all aspects of the school provision
- To involve parents, carers and the children themselves in the planning and supporting at all stages of the pupil's development
- To make reasonable adjustments for disabled children to ensure they have equal access to general school life and the curriculum.
- To ensure that the policy for SEN(D) is implemented and maintained by all staff

## **Guidelines**

Provision for children with special educational needs is a responsibility for the school as a whole.

Class teachers will:

- Be involved in the development and implementation of the policy
- Be aware of the procedures for identifying, assessing and making provision for pupils with special educational needs
- Have responsibility for adapting the curriculum in order to meet the needs of all the children in the class, including those with special educational needs
- As subject leaders will have responsibility for ensuring that consideration is given to pupils with special educational needs at all stages of the planning, implementation and evaluation of their subject.

The Special Needs Co-ordinator will:

- Co-ordinate provision for pupils with special educational needs
- Liase with and advise colleagues
- Liase with parents of children with special educational needs (if necessary)
- Liase with other schools SENCOs and outside agencies where necessary
- Liase with the appropriate secondary school's SENCO to ensure that effective arrangements are in place to support the child at the time of transfer.

The Headteacher will:

- Have responsibility for the day-to-day management of the school, including provision for children with special educational needs
- Work with the SENCO to make sure that appropriate provision is provided for children with special educational needs.

## **Identification and assessment of children with special educational needs**

***A child has a learning difficulty if he/she has a significantly greater difficulty in learning than most other children of the same age.***

Prenton Preparatory School is committed to early identification of special educational needs and adopts a graduated approach in line with the **Code of Practice 2014**. A range of evidence is collected through the usual assessment and monitoring arrangements: if this suggests that the pupil is not making the expected progress, the class teacher will consult with the SENCO and Headteacher to decide whether additional or different provision is necessary.

### **Cycle of Action**

SEN support has replaced School Action and School Action Plus. SEN support is based on a cycle of action: assess, plan, do, review. It is particularly important in the early years that there is no delay in making any necessary special educational provision.

- **Assess**

Most children will have their needs met through normal classroom arrangements and appropriate differentiation; however, should a child make little or no progress, even when teaching approaches are differentiated, the class teacher will discuss this with the SENCO. The qualitative and quantitative data will be assessed, and further data collected where necessary. Any concerns from parents will be taken into account before appropriate action will be agreed.

- **Plan**

An Additional Support Plan (ASP) will identify specific targets and additional strategies to be employed. The ASP will be discussed with the parents/carers and they will be asked to contribute to, agree and sign the plan. The child's views will whenever possible also be heard. The ASP will only record that which is different from or additional to the normal differentiated curriculum and will focus on a limited number of targets, matched to the child's needs.

- **Do**

The class or subject teacher should remain responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, they should still retain responsibility for the pupil. They should work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENCO should support the class or subject teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

In this stage parents will be given the opportunity for their child to attend extra peripatetic support sessions. (Additional support and testing are available through a specialist learning support teacher working independently within the school and this is recommended where appropriate).

- **Review**

The ASP will be reviewed at least twice yearly in Key Stage 2, termly in Key Stage 1. In the Foundation Stage, any ASPs started in PS will begin in KG in October. Other ASPs may begin in the Spring Term, although this will take place more frequently if necessary. The class teacher, working with the SENCO, should revise the support in light of the pupil's progress and

development, deciding on any changes to the support and outcomes in consultation with the parent and pupil.

If a child continues to make little or no progress or is working at a level substantially below that expected of a child of similar age or has emotional or behavioural difficulties which regularly interfere with the child's learning, then support from external agencies may be sought and may involve the school/parents requesting a statutory assessment. In all cases parental consent will be sought before discussing the child's needs with an external agency. Planning for pupils due to move to a different stage of education will be started in the year prior to the next stage (e.g. Year 5).

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEN of the child or young person, the child or young person has not made expected progress, the school or parents should consider requesting an **Education, Health and Care needs assessment**. To inform its decision the local authority will expect to see evidence of the action taken by the school as part of SEN support. An EHC plan will be reviewed within 12 months of issue or the previous review (or continue to review a statement of SEN annually until it is transferred to an EHC plan).

#### **Adequate Progress:**

- Closes the attainment gap between the child and their peers
- Is similar to that of peers starting from the same point but less than that of the majority of their peers
- Matches or betters the child's previous rate of progress
- Demonstrates improvement in the child's behaviour

#### **English as an Additional Language (EAL)**

Please refer to the School's "English as an Additional Language (EAL)" policy for information on our practice and procedures for children with first languages other than English.

SENCO: Ms P Suchdev  
Headteacher: Mr M.T.R. Jones

Last reviewed: September 2021

Date of next review: September 2022

Member of staff responsible for review P Suchdev